



**Key Question Week 1:** Whatever Next...?

**Key Text for Linked Learning:** Whatever Next

**Linked Learning:** English, DT, Art, Science and PDW

This week the children are flying to the moon! In English they will be listening to the story *Whatever Next*, sequencing the story in pictures and writing simple sentences to describe the events, learning to include capital letters, finger spaces and full stops. Through DT lessons they will begin to plan and design a vehicle to get to the moon using a range of materials, looking at which methods will be best to join their chosen materials together. The children will begin to understand how to evaluate their creations against their own design criteria. In Science, children will distinguish between an object and the materials from which it is made out of (Eg. spoon = metal). In PDW, will recap our school rules; discussing the importance of using good manners, how to tell someone how they are feeling and that they are entitled to feel happy, safe, warm, loved, well fed and listened too. They will also be playing a range of 'get to know you games' and taking part in circle times to reinforce routines and expectations for Year 1.

**Maths:** Children will recite numbers to at least 20: Count reliably up to 20 objects. Recognise that rearranged number of objects stays the same. Order numbers to 20 on a track. Say number before/after any given number to 20. Make a sensible estimate up to 20. Make each 'teens' number by adding more to 10 (e.g. using cubes or beads). Partition each 'teens' number into 10 and the rest.

**Science:** See above.

**History/Geography:** Children will begin to look at the four compass direction on a compass (North, South, East and West)

**Computing:** Children will be practising logging onto a computer, using their username and password (Reading Eggs)

**Music:** Children will use their voices to sing a simple song and perform a chant and rhyme.

**Art / Design Technology:** See Above.

**PDW / R.E:** See Above

**P.E:** In P.E. children will begin Indoor Athletics this week. They will be developing awareness of speed and distances. They will focus on coordination and running at different speeds whilst playing a variety of games.

**Mini Quiz:** This week we will be taking our first whole class spaced retrieval quiz which will cover topics learned in EYFS.

**Key Question Week 2:** What would you say?

**Key Text for Linked Learning:** Whatever Next

**Linked Learning:** English, DT, Art and Geography

Continuing work based on the text '*Whatever Next*' children will use their imaginations to write super sentences about their own imaginary adventures answering 'whatever will happen next?'. Children will focus on segmenting and blending to spell any unfamiliar words. In DT children will bring their vehicle designs to life ensuring that they have used effective joining methods to create a stable structure. Children will then be given a range of decorating materials to enhance their newly built vehicles. Once their vehicles are complete, in Art, children will paint scenery (ideas from their English work) to help display their vehicle with a focus on understanding how primary colours can be mixed to create secondary colours. In Geography, children will use their knowledge of the four compass points to help identify locations on a simple map to school.

**Maths:** Children will understand addition as combining two sets and record the related addition sentences. Relate counting on to addition. Partition 5 into two groups and record the related addition sentences.

**Science:** Children will continue to explore materials by identifying and naming a variety of everyday materials and discussing the difference between the materials.

**History / Geography:** See above.



**Computing:** Children will use technology purposefully to create a picture.

**Music:** Children will listen to a piece of music and comment on the instruments they hear and see if they can identify the common instruments.

**Art / Design Technology:** See Above.

**PDW / R.E:** Children will list ways of keeping safe in a specific situation.

**P.E:** In P.E. children will begin Indoor Athletics this week. They will be developing awareness of speed and distances. They will focus on coordination and running at different speeds whilst playing a variety of games.

**Key Question Week 3:** How would you travel to alien school?

**Key Text for Linked Learning:** Welcome to alien school

**Linked Learning:** English, PDW and Music

This week Children will be beginning an out of space adventure and will be visiting alien school. To start their English this week, they will be imagining and drawing pictures as they read simple sentences. They will then describe different types of aliens using interesting adjectives and will extend their sentences using the conjunction 'and'. They will also be identifying the aliens different feelings e.g. happy, sad, anxious and begin to understand the feelings of worry, jealousy and excitement. Children will start to recognise how a range of emotions can be shown using expression and body language and will discuss ways in which they can begin to manage them. During Music, children will be making a short piece of music using un-tuned instruments to create sound effects for our journey to alien school. Children will collaborate when doing this.

**Maths:** Children will recognise 1p, 2p, 5p and 10p coins. Find totals of two coins from 1p, 2p, 5p and 10p. Use vocabulary related to time; read the time to the hour (o'clock) and half past the hour.

**Science:** Children will be looking at the physical properties of materials (hard/soft, stretchy/stiff and bendy/not bendy) and be conducting a simple experiment to test the properties.

**History / Geography:** Children will be exploring the historical terms; before, now and a long time ago based on their childhood.

**Computing:** Children will be explaining how passwords can be used to protect information and devices and continue to practise using their username and password to access reading eggs.

**Music:** See Above.

**Art / Design Technology:** Children will use a pencil to sketch and draw a picture with control.

**PDW / R.E:** See Above.

**P.E:** In P.E the children will continue to develop their spatial awareness. They will run fluently with coordination and different speeds, this time over obstacles.

**Key Question Week 4:** Who flies in the skies?

**Key Text for Linked Learning:** Owl Babies

**Linked Learning:** English, PDW, Science and History

This week is all about Owls. Children will begin the week by exploring the front cover of Owl Babies; predicting what might happen in this story. They will be developing their reading skills through questioning what might happen next and sequencing the main events in the story. They will also continue to consolidate their sentence writing using phonic knowledge to identify and write phase 3 and phase 4 sounds in words. They will be thinking carefully about adjectives and using them in their sentences. They will also be using the story Owl Babies to discuss families. Children will be thinking of their own family structures, and how families might be different and can change. They will be able to identify what and who makes a family and name all the different types of families – mum and dad, mum, dad, mum and mum, dad and dad, mum and step-dad,



grandma and granddad etc. In Science, children will look at photographs of others as babies. They will consider how humans change as they get older. They will compare changes over time by comparing baby photos with more current ones. In History, using the photos the children bring in, will discuss events in their childhood and sequence events from the childhood too.

**Maths:** Children will estimate, measure and compare objects. Choose and use suitable uniform non-standard or standard units. Create and find symmetrical patterns.

**Science: See Above.**

**History / Geography: See Above.**

**Computing:** Children will use the internet to find thing out by using a simple keyword in the search engine.

**Music:** Children will begin to listen with concentration and comment on the interesting features they hear (pitch, tone, tempo, rhythm and dynamic.)

**Art / Design Technology:** Children will paint a chosen area with some control and recall the primary colours.

**PDW / R.E: See above.**

**P.E:** In P.E the children will begin to develop awareness of distance and weight when throwing. They will use a range of throwing implements to throw a range of distances. The will improve their coordination and accuracy.

**Key Question Week 5:** An owl is nocturnal. Fact or fiction?

**Key Text for Linked Learning:** Non-fiction Owls

**Linked Learning:** English, Science, Computing and Art

This week children will continue to learn all about Owls by exploring the features of non-fiction texts. They will be discussing the difference between fiction and non-fiction and sorting a variety of texts. They will label features in a fact file and then make their own whole class fact file remembering to include features learned, capital letters, finger spaces and full stops. In Science they will be labelling the different parts of an Owl, describing its appearance and comparing Owls to some other common birds - learning the names of these common birds. They will learn whether Owls are nocturnal or diurnal and if they are carnivores, herbivores or omnivores. Children will be able to confidently use some scientific vocabulary when doing this. In computing children will practise their typing skills using a keyboard to label a variety of bird and their features. In Art, children will draw on the similarities and differences between different artist (painting vs photographs).

**Maths:** Children understand subtraction as 'take away'. Count what's left and record the related subtraction sentences. Relate counting on 1 or 2 to addition. Understand a word problem and decide what action is needed to solve it.

**Science: See Above.**

**History / Geography:** Children will continue to develop their understanding of historical terms; before, then, after, now and a long time ago.

**Computing:** See Above.

**Music:** Children will begin to listen with concentration and comment on the interesting features they hear (pitch, tone, tempo, rhythm and dynamic.)



**Art / Design Technology:** See Above.

**PDW / R.E:** Children will begin to identify ways in which families care for each other.

**P.E:** The children will continue to develop their throwing skills using a range of throwing implements with a focus on distance and accuracy. Children will play games and compete for high scores.

**Key Question Week 6:** What's in the dark, dark cellar?

**Key Text for Linked Learning:** Funny Bones

**Linked Learning:** English, Science and PDW

This week children will begin to explore the text Funny Bones. They will find a pile of bones, which over the course of the week, through learning in science, children will help put back together. They will be labelling and naming parts of the body, discussing the role of each part and beginning to understand how the skeleton supports the body. They will also discuss the parts of the body that relate to the senses using different items (noisy, textured, smelly) to spark discussion. In English, children will continue to use phonic knowledge to read parts of the story and predict what might happen next. They will also identify and understand the purpose of speech bubbles within the text. They will match pictures from the story to the text and complete predictable phrases. In PDW, the children will explore the NSPCC PANTS campaign and will be introduced to the Pantosaurus video and begin to learn the song.

**Maths:** Children will count to 100 in ones and tens from zero. Count on/back starting from any number up to 20. Order numbers to 20 on a track, then a beaded line. Mark on numbers just before and after 5, 10, 15, and 20. Compare two numbers less than 20: say which is more or less. Recognise fractions of shapes  $\frac{1}{2}$  and  $\frac{1}{4}$ .

**Science:** See Above.

**History / Geography:** Children will begin to use language of direction; near, far, left and right.

**Computing:** Children will use technology to purposefully create and manipulate digital content.

**Music:** Children will change the sounds they make by controlling the way they play; quiet, loud, slow and fast.

**Art / Design Technology:** Children will use a mirror to draw a self-portrait of themselves to complete an observational drawing using a pencil to sketch and draw with control.

**PDW / R.E:** See Above.

**P.E:** The children will begin to develop an awareness of height and distance when jumping. They practise taking off and landing in a coordinated and controlled way. They will practise jumping using one or two feet.

**Key Question Week 7:** The leg bone's connected to the ...?

**Key Text for Linked Learning:** Funny Bones

**Linked Learning:** English, Music, PDW, Science

Children will continue to use the story Funny Bones as their key text this week, to write their own endings to the story. They will begin to identify the three parts of a story; beginning, middle and end. Alongside this, children will be using their voices expressively to chant and perform simple verses from the story such as 'The leg bone's connected to the hip bone. The hip bone's connected to the back bone.' Whilst children perform they will be using their hands to clap a simple beat. In PDW they will continue to learn the Pantosaurus song. They will begin to discuss the similarities and differences between girls and boys bodies, naming the main parts of the body and beginning to use the correct terminology for private parts e.g. vagina and penis. In Science they will further develop their comparing and classification skills, identifying the differences between different people. They will be encouraged to compare similarities and differences and use their observations to sort people of different ages, races and gender by their own criteria.



**Maths:** Children will find doubles to double 5. Try to share numbers to 10 to find which are even and which are odd. Find odd and even numbers on a 1–10 track. Count in twos from 1 and 2 to find odd and even numbers to 20. Use vocabulary related to time. Order days of the week and months.

**Science:** See above.

**History / Geography:** Children will demonstrate and understanding of why some places are hot and cold in relation to the equator.

**Computing:** Children will be looking at online safety; why it is important to be considerate and kind to people online.

**Music:** See Above

**Art / Design Technology:** Children will experiment with thick and thin black felt pens with a water wash to explore tonal drawing; observational drawing of a peer.

**PDW / R.E:** See Above

**P.E:** In P.E Children will again be using a variety jumps developing their awareness of height and distance. They will begin to link jumps together and continue to develop moving in a coordinated and controlled way.

**Mini Quiz:** This week we will be taking our first whole class spaced retrieval quiz which will cover topics learned last half term and in previous years.

**Key Question Week 8:** What makes the cauldron bubble?

**Key Text for Linked Learning:** Witches Song

**Linked Learning:** English, Music, Computing and Art.

Double Double Toil and Trouble... This week things are getting spooky in Swifts' and Swallows'. In English they will be looking at rhyming words and focussing on continuing a rhyming string. They will be reading many different rhyming poems and identifying rhyming words within texts. They will read, rehearse and perform a spooky poem of their choice from the following The Dark Wood, Twinkle Twinkle Little Bat and Sometimes I Feel Afraid, learning to recite one or more by heart. In computing children will be using their typing and mousepad skills in a range of activities as well as practising logging in using their unique logins. We will be revising and discussing one of the key Online safety messages regarding private information. In Art, children will be recalling the primary colours, mixing the primary colours to make secondary colours and using them to paint with control.

**Maths:** Children will Visualise and name common 2D shapes, describe their features, use them to make patterns, pictures and models. Answer a question by recording information in lists and tables, using practical resources.

**Science:** Children will demonstrate knowledge of the wider range of weathers; wind, showers, storm, frost, drought.

**History / Geography:** Children will use subject specific vocabulary to describe the different types of weather in the UK; storms, rain, snow, sunny days and heat waves.

**Computing:** See above

**Music:** See above.

**Art / Design Technology:** See above.

**PDW / R.E:** Children we be describing how they have changed since they were born.

**P.E:** Bringing together everything the children have practised this term, children will compete in a mini indoor athletics competition. They will employ their running, throwing and jumping skills to earn points for their team.

**Key Question Week 9:** What happened on the 5<sup>th</sup> of November a long time ago?

**Key Text for Linked Learning:** Story of Guy Fawkes



**Linked Learning:** English, History, R.E, Music & Art

This week is starting with a BANG as the children are learning all about the history of Bonfire night. Children will receive a letter, it will ask the children for their help in identifying the person in the photograph ( Guy Fawkes). The children will ask and answer questions all about this person. After listening to the events of the Gunpowder plot, the children will sequence pictures to create a timeline of events, adding sentences and remembering to include all the skills taught previously of what a sentence should include. The children will recap the difference between fiction and non-fiction texts, focusing on the features of a non-fiction text, including headings, captions etc. The children will then create a fact file all about Guy Fawkes using the information they have learnt. Alongside this, we will be exploring another celebration – Diwali of which is also celebrated during the same month with the similarity of celebratory fireworks! The children will be reading the story of Rama and Sita to help us learn about the traditions of Diwali celebrations. Children will also get creative to represent the celebrations by making chalk and pastel firework themed pictures. In music children will be exploring the sounds of Bonfire Fire Night and Diwali by identifying and describing them. *The children will also be taking our first whole class spaced retrieval quiz which will cover topics learned this half term and in previous years.*

**Maths:** Children will find one more/less than any number up to 20. Find two more/less than any number up to 20, recording the hops on a beaded line. Relate counting on to addition and counting back to subtraction. Find one more/less than any two-digit number, including one more than 29, 39, etc. Partition 10 into different pairs.

**Science:** Children will link their knowledge of nocturnal animals and will begin to group animals by what they eat. ( herbivore, carnivore, omnivore)

**History / Geography:** See above

**Computing:** Children will practise logging in using their unique login information.

**Music:** See above

**Art / Design Technology:** See above

**PDW / R.E:** See above

**P.E:** Children will be begin learn basic balances in gymnastics (straight shape, Star shape, Tuck shape, Pike shape and Straddle shape) creating an increasingly difficult sequence.

**Mini Quiz:** This week we will be taking our first whole class spaced retrieval quiz which will cover topics learned last half term and in previous years.

**Key Question Week 10:** Why do the leaves fall from the trees?

**Key Text for Linked Learning:** Tree: Seasons Come, Seasons Go

**Linked Learning:** English, Science & Geography

This week is all about Autumn! To begin, the children will discuss what they already know about Autumn using a mind map to present their ideas. The children will then be going on an exciting Autumn walk, exploring our school forest. The children will identify and describe some physical changes in our environment such as leaves falling from the trees and changes in colour. Then, the children will note a variety of trees and discuss, and become familiar with their similarities and differences. The vocabulary evergreen and deciduous will be introduced in science and discussed how they are different. The children will discuss their findings and will note down collectively all the things they have identified on their walk, investigating if the school has more evergreen trees than deciduous trees. In English the children will be exploring the text, ‘Tree: Seasons Come, Seasons Go’, discussing the features of the sentences in the story including rhyming words. Children will then employ all of their sentence writing knowledge to write an autumn inspired paragraph including conjunctions , adjectives and rhyming words. In computing children will be organising autumn themed digital content developing their mouse/tracker pad skills.



**Maths:** Children will partition 6, 7 and 10 and record the related addition sentences; begin to find the corresponding subtraction facts. Relate counting on to addition; Add 2, 3 or 4 by counting on. Add a pair of numbers by putting the larger number first.

**Science:** See above

**History / Geography:** Children will use terms such as before, now and a long time ago.

**Computing:** See above

**Music:** Children will play untuned instruments in time to a beat.

**Art / Design Technology:** Children will make their Christmas tree decoration. ( begin sewing)

**PDW / R.E:** Children learn about Hanukkah and begin to talk about why it is an important time of year for followers of Judaism.

**P.E:** Children will be looking at different ways of traveling in gymnastics on their feet e.g. side stepping, bouncing, leaping, close to the floor e.g. bunny hopping, leg swinging, caterpillar crawling etc

**Key Question Week 11:** Are two leaves ever the same?

**Key Text for Linked Learning:** Tree: Seasons Come, Seasons Go

**Linked Learning:** English , Science, Art

Their Autumn adventure continues this week where they will develop and explore their artistic skills. They will begin by drawing leaves from memory and will then look in detail at leaves, they have collected from our forest using simple scientific equipment. They will closely observe the different formation of leaves; such as veins, pattern, shape and size. Based on their observations children also collected and sorted leaves in different ways including deciduous and evergreen. Children will also make close observations and drawings, sketching with control. A variety of different artistic techniques will be introduced including tone, pattern and the effect of using a variation of colour. In English children will continue to develop their vocabulary as well as their understanding of new words and they will be writing their own autumnal setting descriptions with a focus on using new vocabulary without repeating words too often.

**Maths:** Children will count from 1 to 100, count to 100 from any given number. Find one more and one less than a number up to 100. Know number bonds to 6 and 7. Use ordinal numbers in context. Know number bonds to 10 and finding matching number pairs quickly.

**Science:** See above

**History / Geography:** Children will recall events from their childhood and talk about them using terms such as then, now and before.

**Computing:** Children will learn how to use a range of keys in word processing software. ( space, delete, capital letters etc)

**Music:** Children will play untuned instruments in time to a beat moving on to inventing and performing their own beat.

**Art / Design Technology:** See above ( and complete tree dec)

**PDW / R.E:** Children will learn about Hanukkah and begin to talk about why it is an important time of year for followers of Judaism.

**P.E:** Children will be looking at different ways of traveling in gymnastics on their feet e.g. side stepping, bouncing, leaping, close to the floor e.g. bunny hopping, leg swinging, caterpillar crawling etc

**Key Question Week 12:** How does the penguin feel?



**Key Text for Linked Learning:** Lost and Found

**Linked Learning:** English, PDW, Science & Geography

At the start of the week children will be welcomed into school with a trail of fish and sea creatures leading to a Penguin. They will be investigating how this penguin came to be in our classroom by posing their own questions such as, who is he? How has he got here? Where has he come from? They will then read and explore Oliver Jeffers' text, Lost and Found. Using this text children will develop inference skills, thinking about how the penguin is feeling as well as retrieve information from a text. Alongside these skills they will continue to develop our sentence writing skills, using the conjunction 'because'. Alongside how the penguin might be feeling, children will also discuss a range of feelings, beginning to develop our knowledge of specific feelings such as lonely and jealous. Children will demonstrate many different emotions using facial expressions in mirrors and to each other. The children will also begin preparing their own Christmas decorations this week. Using knowledge from the text children will begin to learn about the North Pole and South Pole and start to look at maps as a tool for finding information. They will also look at weather conditions and seasonal changes in both the UK and the South pole focussing on winter.

**Maths:** Children will use vocabulary related to time; read the time to the hour (o'clock) and half past the hour. Estimate, measure and compare objects. Choose and use suitable uniform non-standard or standard units. Create and find symmetrical patterns.

**Science:** See above

**History / Geography:** See above

**Computing:** Children will use scratch jr to create a simple program to move the penguin.

**Music:** Children will listen to different musical pieces and will comment on how it reflects mood and atmosphere.

**Art / Design Technology:** Children will begin making their tree decoration and evaluate their skills (sewing) as they go along.

**PDW / R.E:** See above also. Children learn about the nativity story and begin to talk about why it is an important time of year for followers of Christianity.

**P.E:** The children will be joining balances and movements together to form a three-step sequence with a partner, trying their best to keep in time with each other.

**Key Question Week 13:** Can Penguins live in Birmingham?

**Key Text for Linked Learning:** Lost and Found

**Linked Learning:** English, Geography, Science and Computing

We will be greeted with a backpack in our classroom when we enter school this week. Inside there will be items, as well as images of items. This will include waterproofs, ropes, an ice pick, food, goggles, a first aid kit and ice boots. After posing and answering questions we will be introduced to images of Antarctic explorers and begin to learn all about Antarctica. This will include the wildlife that lives there, including penguins and beginning to understand why penguins live there. Children will begin to compare life in the Antarctic with life in the UK and will be introduced to some geographical vocabulary related to the weather. Children will also begin to understand why some places are hot or cold. Following on from our exploration of the text Lost and Found last week, children will be writing speech bubbles for the characters, including at least one question. This week children will have a focus on correct sentence formation and punctuation. In computing children will be programming to help the penguin find his way back home using their algorithm skills.

**Maths:** Children will mark on numbers just before and after 5, 10, 15, and 20. Compare two numbers less than 20: say which is more or less. Recognise fractions of shapes  $\frac{1}{2}$  and  $\frac{1}{4}$ . Use vocabulary related to time. Order days of the week and months.





**Science:** See above

**History / Geography:** See above

**Computing:** See above

**Music:** Children to use their voices to sing and perform songs related to Christmas and Christingle.

**Art / Design Technology:** Children will paint chosen areas with control.

**PDW / R.E:** Children learn about the nativity story and begin to talk about why it is an important time of year for followers of Christianity.

**P.E:** Children will continue to master their balances and conduct themselves in a professional manner.

**Key Question Week 14:** Who will deliver my letters?

**Key Text for Linked Learning:** The Jolly Postman

**Linked Learning:** English, Computing, Science and Geography

This week is all about the Jolly Postman. In children's classrooms there will be a post box for children to use throughout the next two weeks. They will be using phonic knowledge to read parts of the story and will be predicting what happens next after reading each part. Children will look at the features of a letter to help them write their own. As the Postman travels through lots of different weather types, children will also be revising the changes that happen in Spring this week. To help the postman on his travels children will learn the four compass directions and will begin to use geographical vocabulary to plan simple routes. Alongside our learning of the Jolly Christmas Postman, we will be designing and making our own Christmas calendars. As children have already become a programming whizz, children will now apply more logical thinking skills by looking at algorithms and predicting the outcome. Children will need to use high level visualising skills as well as their coding knowledge. They will need to explain their decisions and justify their ideas.

**Maths:** Children will visualise and name common 2D shapes, describe their features, use them to make patterns, pictures and models. Recognise fractions of shapes  $\frac{1}{2}$  and  $\frac{1}{4}$ . Use vocabulary related to time; read the time to the hour (o'clock) and half past the hour.

**Science:** See above

**History / Geography:** See above

**Computing:** See above.

**Music:** Children to use their voices to sing and perform songs related to Christmas and Christingle.

**Art / Design Technology:** Children will be designing and making their calendars.

**PDW / R.E:** Children learn about the nativity story and begin to talk about why it is an important time of year for followers of Christianity.

**P.E:** Children will continue to perfect their pencil, egg, teddy bear and side rolls as well as learning how to forward roll in one motion. Once confident they will create and practise their own improved sequence of shapes, transitions and rolls to perform to each other next lesson.

**Key Question Week 15:** Why is the Nativity story important to Christians?

**Key Text for Linked Learning:** The Jolly Christmas Postman

**Linked Learning:** English, RE, Music



. After exploring lots of letters and the story of The Jolly Postman last week, children will be writing their own letter to Father Christmas using capital letters for the personal pronoun 'I' and names of people and places. Children will also be putting their neatest handwriting into practise too. As it is so close to Christmas, we will be securing our nativity story knowledge and its importance to Christians. Children will read the narrative and sequence the events of the story and recreate the story using puppets too. Children will think about everything they have learnt in year 1 so far about different faiths and we will be looking at some religious symbols. Children will be identifying them and their meaning. Children will be encouraged to make links ,share and discuss what their faith means to them if they have one. After a lot of practise children will also be performing alongside year 2 and joining in with their nativity songs.

**Maths:** Children will Visualise and name common 2D shapes, describe their features, use them to make patterns, pictures and models. Recognise fractions of shapes  $\frac{1}{2}$  and  $\frac{1}{4}$ . Use vocabulary related to time; read the time to the hour (o'clock) and half past the hour.

**Science:** Children will be working scientifically creating pictograms or bar charts based on data related to seasons.

**History / Geography:** Children will apply their compass point knowledge when observing a local map.

**Computing:** Children will begin to understand how to communicate effectively by email when sending an email to the Postman.

**Music:** See above

**Art / Design Technology:** Children will be decorating their Christmas cards.

**PDW / R.E:** See above

**P.E:** Following on from the previous lesson children will have some practise time before performing their sequence in front of the class. Children will be demonstrating the skills they have developed during this half term.